

# BARNBY DUN PRIMARY ACADEMY

## Inclusion Statement

At Barnby Dun Primary Academy, we believe that everybody has an entitlement to personal, social and intellectual development and must be given an opportunity to achieve his/her potential in learning through a broad and balanced curriculum. We have high expectations for all our pupils in respect of their achievements, attitudes and well-being.

Everybody is unique in terms of characteristics, interests, abilities, motivation and learning needs and we embrace these wide diversities. We promote the individuality of all our pupils irrespective of age, attainment, ethnicity, disability, gender or background. Those with exceptional needs and/or disabilities have access to high quality and appropriate education which will enhance their current and future participation in society.

We aim to be an inclusive academy and actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. We put them into practice by ensuring that different groups of pupils within our school have appropriate provision to enable them to achieve their full potential. This provision is monitored through the use of class provision maps and these are evaluated regularly by Class Teachers and Phase Leaders, with support from the Inclusion Manager.

We acknowledge the key principles of inclusion:

**Valuing diversity:** All children are equally valued. They present a rich and diverse range of strengths and needs which is recognised and regarded positively.

**Entitlement:** All children are entitled to receive a broad, balanced and relevant curriculum with appropriate support, advice and resources.

**Participation:** All children and their parents are treated with respect and are actively encouraged to make their views known so that they can be taken into account.

**Individual Needs:** A range of flexible responses is used to meet the needs of individual children and to accommodate their diversity including inter-agency planning.

**Collective responsibility:** It is the responsibility of all staff.

**Professional development:** Inclusion requires the application of existing skills and the development of new ones. All staff have access to a range of appropriate courses, advice and resources. Three senior leaders attended Stonewall's LGBT training on 13, 11.14. Two further members of staff attended Level 3 safeguarding (November 2015). All level 3 safeguarding trained staff, six in total, attend regular training updates.

**Equal Opportunities:** All pupils' needs are recognised in planning educational development.

At Barnby Dun Primary Academy we recognise the links between inclusive education and catering for diversity. We promote a whole school ethos that values all children and their families through:

- Fostering a climate that supports flexible and creative responses to individual needs.
- Having high expectations of all children.
- Recognising inclusion as part of the school's equal opportunities policy with clear arrangements for implementation, funding and monitoring.
- Monitoring the impact of funding, including Pupil Premium and Pupil Premium Plus.
- Ensuring that all school developments and policies take account of inclusive principles.
- Ensuring that the admission of pupils with special educational needs is handled positively and sensitively. All parents and children should be made to feel welcome.
- Ensuring that appropriate assessment and support arrangements are in place (including appropriately trained staff), both within the school and from external agencies, so that children's needs are properly addressed.
- Working collaboratively with local authority officers and other local agencies to identify any existing barriers to inclusion and consider how these may best be overcome.
- Recognising that inclusion is the responsibility of all school staff who are consulted and involved in developments.
- Enabling all staff to have access to suitable professional development opportunities to support the development of inclusive practice.

The National Curriculum is a key part in planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- Setting suitable learning challenges;
- Responding to children's diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children;
- Commitment to the extended school agenda.
- Commitment to the Every Child Matters outcomes.
- Commitment to Excellence for all children.

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do all children achieve their best?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?
- Are we successful in promoting racial harmony and preparing pupils to live
- In a diverse society?

### **Monitoring Pupil Progress**

We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons, planning provision, delivering quality first teaching and ensuring access to and differentiation within the curriculum. For some children, we use the programmes of study from earlier key stages. We also recognise our responsibility to fulfil DFE legislation regarding inclusion. We will take

appropriate action to ensure our school is fully accessible, and able to meet the needs of present pupils and those admitted in the future.

### **Disapplication and Modification**

The Academy can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Authority. The school's governor with responsibility for special educational needs would also be closely involved with this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we go ahead with modification or disapplication, we would do so with regard to:

Section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;

Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

Teachers are familiar with the equal opportunities legislation covering race, gender and disability.

Three members of the Leadership Team have recently attended training delivered by Stonewall on Lesbian, Gay, Bisexual and Transgender issues. The Stonewall website is used as a point of reference and suggested resources are used as appropriate.

Teachers ensure that all children:

- Feel secure and know that their contributions are valued;
- Appreciate and value the difference they see in others;

- Take responsibility for their own actions;
- Are taught in groupings that allow them to experience success;
- Are taught that families, and relationships within them, are not always the same. Instances of the use of homophobic language are taken seriously and addressed in an age-appropriate way.
- Are taught a curriculum which includes topics like family, relationships and understanding of difference.

Teachers use materials that reflect a range of social and cultural backgrounds without stereotyping;

- SEAL, PSHCE, English and also during Circle Time and in any other subjects, teachers develop children's appreciation of different families and relationships.
- Teachers ensure children have a common curriculum experience that allows for a range of different learning styles;
- Children have challenging targets that enable them to succeed;
- Teachers ensure that children participate fully, regardless of disabilities or medical needs;

See related documentation including:

- Special Educational Needs and Disabilities Policy
- DDA Act
- Accessibility Plan
- Policy for Gifted and Talented Pupils
- Equal Opportunities Policy
- Policy for Race Relations and Cultural Diversity
- Policy for Multicultural Education
- Anti-Bullying Policy
- Working Together to Safeguard Children 2013 Document
- Keeping Children Safe in Education April 2014 Guidance

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To be Reviewed: April 2017